RESEARCH PLAN PROPOSAL

EVALUATING EFFECTIVENESS OF TRAINING PROGRAMMES OF RAJASTHAN STATE HIGHER CIVIL SERVICES:

A STUDY IN THE CONTEXT OF THE ROLE OF HCMRIPA

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INTRODUCTION

Training & Development

The term Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees.

Today there is a need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Globalization has exerted tremendous pressure on government and government servants. A need has been felt to be able to take benefit of the opportunities offered by globalization (and by technological developments) as also to take steps to mitigate or to prevent its negative impacts. To make government machinery responsive largely depends upon the attitudes as well as the knowledge and skills of its employees at various levels. It has long been accepted that training can do much to improve administrative effectiveness. In this era of intense global competition and fast change, organizations of all shapes and size are more concerned to make the best use of Human Resource capital. Measuring the impact of training on workplace performance and its contribution to organizational results is a matter of great concern for management in all types of organizations. As a result of growing economic pressures, business leaders are becoming more cost conscious and they are more sensitive about the return on training investment. Consequently, the issue of measuring training effectiveness has gained lot of importance over the last few years. During the past four decades workplace learning and development professionals have done lot of work in the area of evaluating training effectiveness. Kirkpatrick (1976) did some pioneering work in this field and introduced the well known “four level evaluation model”, which is still widely used in training industry. Later, some other experts also made contribution in this direction and made modification in the existing models.

According to Flippo (1971) “training is an act of increasing the knowledge and skill of an employee for doing a particular job”. Similarly Beach (1980) viewed that "training is an organized procedure by which people learn knowledge and/or skills for a definite purpose”. In

fact it is the training that bridges the gap between job requirement and employee present specifications. A training programme is not complete until you have evaluated methods and results. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Recognition of the training methods and measurement techniques are crucial for the organization's training success (Kalemci, 2005)". The degree to which the training attains the desired objectives or immediately expected results, which was presumed earlier from the training called 'Training Effectiveness". The best way to determine that training has been effective is to fully understand the reason why the training has been conducted. The reason to conduct and implement training is a key factor in determining that a training course or programme will be effective in achieving desired outcomes. If the training purpose was not clearly defined before the training, it could not lead to training at as it is planned. Defining a valid need for training is the foundation upon which an organization can determine training effectiveness. Training is expensive if does not serve the purpose for which it is given. The training must be able to increase the capabilities of employee and as well as the organization also. If the training is not successful in making employee and organization more capable then it will be loss of money and loss of reputation of organization. Training motivation of employees represents an important factor in improving the effectiveness of training outcomes (Tai, 2006). All measures are devised to assess the difference between pre and post-training. Hence, the organization must obtain pre-training data or some benchmark on the same dimensions as expected from training interventions. According to Dayal (2001) the prime consideration is that the trainer has to be clear two things, (i) that the objectives of training are specific, i.e. the outcome expected and (ii) that the training material and the methodology are capable of achieving the stated results. Kirkpatrick's (1967) hierarchical model of training presented four levels of training outcomes: (a) trainees' reactions to the programme content and training process (reaction); (b) knowledge or skill acquisition (learning); (c) behaviour change (behaviour); and (d) improvements in tangible individual or organizational outcomes such as turn- over, accidents, or productivity (results).

Objective of Training and Development

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal. Individual Objectives – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization. Organizational Objectives – assist the organization with its primary objective by bringing individual effectiveness. Functional Objectives – maintain the department's contribution at a level suitable to the organization's needs. Societal Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Benefits of Training and Development

- Increased job satisfaction and morale among employees

- Increased employee motivation
- Increased efficiencies in processes, resulting in financial gain
- Increased capacity to adopt new technologies and methods
- Increased innovation in strategies and products
- Reduced employee turnover
- Enhanced company image, e.g., conducting ethics training
- Risk management, e.g., training about sexual harassment, diversity training

Training Effectiveness:

Training Effectiveness involves the assessment of the effectiveness of the training programs. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from the training and are able to apply those skills at their workplace, did the trainees learn what they were taught. There are different tools for assessment of a training program depending upon the kind of training conducted.

Since organisations spend a large amount of money, it is therefore important for them to understand the usefulness of the same. For example, if a certain technical training was conducted, the organisation would be interested in knowing whether the new skills are being put to use at the workplace or in other words whether the effectiveness of the worker is enhanced. Similarly in case of behavioural training, the same would be evaluated on whether there is change in the behaviour, attitude and learning ability of the participants.

Benefits of Training Evaluation

Evaluation acts as a check to ensure that the training is able to fill the competency gaps within the organisation in a cost effective way. This is specially very important in wake of the fact the organisations are trying to cut costs and increase globally. Some of the benefits of the training evaluation are as under:

- **Evaluation ensures accountability -** Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.

- **Check the Cost -** Evaluation ensures that the training programs are effective in improving the work quality, employee behaviour, attitude and development of new skills within the employee within a certain budget. Since globally companies are trying to cut their costs without compromising upon the quality, evaluation just aims at achieving the same with training.
- **Feedback to the Trainer / Training -** Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process. Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

Not many organisations believe in the process of evaluation or at least do not have an evaluation system in place. Many organisations conduct training programs year after year only as a matter of faith and not many have a firm evaluation mechanism in place. Organisations like IBM, Motorala only, it was found out, have a firm evaluation mechanism in place.

History of Civil Services:

The **Indian Civil Service** (**ICS**) for part of the 19th century officially known as the **Imperial Civil Service**, was the élite higher civil service of the British Empire in British India during British rule in the period between 1858 and 1947. From 1858, after the demise of the East India Company's rule in India, the British civil service took on its administrative responsibilities. The change in governance came about due to the Indian Rebellion of 1857, which came close to toppling British rule in the country. During this period Regulating Act of 1773 was passed to create Governor General for British India. The second Governor General of British India, Lord Cornwallis (1786-93) seems to have laid the foundations of the modern Indian public services. He split the Company bureaucracy into two parts: the political branch responsible for civil governance, and the commercial branch responsible for its commercial activities. To streamline the processes of administration, Cornwallis created a civil service manual as part of the *Charter Act*, 1793. Carrying on Cornwallis's foundational work, Lord Wellesley set up the Fort William College in Madras in 1800 to induct new entrants to the CCS. This college was moved to England in 1805 and became the Haileybury College.

India's first modern civil service was given by **Macaulay committee in 1854** according to which "*patronage based system of the East India company be replaced by permanent Civil Service based on merit through competitive entry examinations*". However since 1922, the Indian civil service Examination began to be held in India also. The *Indian Civil Service Act* was made in 1861. Next, the recommendations of the Public Service Commission of 1886-1887 were implemented. Later, in the 1910s, in response to Indian nationalists, the British allowed Indians to take the entrance examination for which they had to travel to England. From 1922, India was made an examination centre. The number of Indians in the ICS began to steadily rise. At the time of independence, in addition to the generalist civil service, the ICS, which provided high level governance functions, India had evolved nine other central services which managed specialist areas.

Committees and Commissions

There were **more than 50 committees and Commissions** to look into transforming Civil Services and to set standards.

- **Commissions/committees appointed with reference to Training**

  1. The Report on public Administration by *A.D. Gorwala*, 1951

  (i) Need for an adequate organization and methods.

  (ii) Induction training

  (iii) Appointment of a Director of Training who shall closely monitor all aspects of training

- 2. The Report of Indian and state Administrative services and Problems of District Administration by *V.T krishnamachari*, 1962:

  (i) Emphasis that state Civil Service officers should also undergo a structured training similar to that of IAS officers

  (ii) Establishment of training institutes in states with the help of the National Academy of Administration (NAA)

3. The First *ARC*:

   The First Administrative Reforms Commission – January 1966

The Commission submitted its 20 reports with 537 recommendation on various issues related to Government and its functions. On Training, it recommended a National Policy to be devised – both on Induction and In-Service Training which focussed on –

- It recommended induction training to equip civil servant with the necessary knowledge and skills to perform their duties followed by refresher trainings to keep them updated with latest events and technologies.
- It recommended the appointment of a Director of Training to closely monitor all aspects of Training.
- It emphasised that State Civil Service officers should also undergo a structured training similar to that of IAS Officers.
- It emphasised establishment of Training Institutions in States with the help of National Academy of Administration.
- It recommended training should not only focus on individual civil servants to do their current job but also to prepare them for higher civil service.
- It recommended creation of Central Training Division in the Department of Personnel.
- The National Training Policy which was formulated in 1996 deals with training needs of civil servants with following objective:
- Keeping up to date and enhancing professional knowledge and skills needed for better performance of individuals and organisation
- Promoting better understanding of professional requirement as well as sensitisation to professional, socio economic and political environment in which work is done.
- Bringing about right attitudinal orientation.
- The Training policy should focus on
- Relevance, Commitment, Awareness, Accountability
- Current system of Training"

4.*Yugandhar Committee*, 2003

It emphasized on three mid-career training programmes in the 12th,20th &28th years of service specifying number of weeks of mandatory training which a civil servant needs to undergo.

5. Second ARC Committee , 2005

Recommendations :

- Every government servant should undergo a mandatory training at the induction stage and also periodically during his/her career. Successful completion of these trainings should be a minimum necessary condition for confirmation in service and subsequent promotions. Mandatory induction trainings should be prescribed for Group D staff also before they are assigned postings.
- A monitoring mechanism should be set up for overseeing the implementation of the National Training Policy (1996).
- The practice of having a 'Common Foundation Course' for all Group 'A'Services – generalist, specialized and technical, should continue. For Group 'B' and 'C' Services, the Institute of Secretarial Training and Management (ISTM) may be developed as the nodal agency for design and delivery of common Foundation Courses.
- All civil servants should undergo mandatory training before each promotion and each offi cer /official should be evaluated after each training programme. Successful completion of the training programmes should be made mandatory for promotions.
- The objective of mid-career training should be to develop domain knowledge and competence required for the changing job profile of the officer. To this end, mid career learning opportunities relevant to specific domains or specializations should be made available for officers.
- Public servants should be encouraged to obtain higher academic qualifications and to write papers for reputed and authoritative journals.
- A strong network of training institutions at the Union and State levels needs to be built up to cater to the training requirements of civil servants. However, instead of spreading resources over a large number of institutions, a few institutions should be identified for capacity building and upgradation.
- The composition of governing bodies of the national training institutions such as the LBSNAA, SVPNPA, IGNFA and also the State Administrative Training Institutes should be broadened by inducting eminent experts.

- The governing bodies should be adequately empowered to enable them to discharge their functions efficiently.
- A national institute of good governance may be set up by upgrading one of the existing national/state institutes. This institute would identify, document, and disseminate best practices and also conduct training programmes.

The civil servants undergo following types of training :

a. Induction Training which includes
   Foundation Training of 15 week at LBSNAA
   Professional Training of 2 years

b. Mid career Training includes:
   2 week training programme in the in service ranges of 6-9 years,
   10-16 years and 17-20 years each.
   1 week training programme every alternate year during the service range of 10-30 years.

With effect from 2007, a new system of **mid career training** has been introduced for the IAS-

- Structured to bring the entire batch of officers recruited to the IAS in a particular year.
- Its mandatory and pre requisite for further promotion at certain stages in officer's career
- DOPT is to prepare plan to initiate training at LBSNAA for undertaking training phase III, IV and V also where Phase III lays emphasis on Project Management and Execution, Phase IV is about policy formulation and management, Phase V focuses on evaluation of public Policy
- Apart from above mid career mandatory training, there are optional training as well.

Introduction to Harish Chandra Mathur Rajasthan Institute of Public Administration

Rajasthan is the result of a long process of political unification initiated in 1948. The process of integration that started from 17th March 1948 lasted till 1 November 1956. The State took a new shape on 1st November 1956 under the States Reorganization Act, 1956

INTEGRATION OF CIVIL SERVICES AFTER INDEPENDENCE

Consequent upon the emergence of the State of Rajasthan in the year 1949, the foremost task which came up before administration was to introduce a unified administrative system in the new State which got completed in various stages, viz., formation of committees to formulate proposals for integrated set up of each department, appointment of personnel on *ad hoc* basis, making of rules for selection of personnel for permanent absorption in various services. In 1950, three main services were constituted: Rajasthan Administrative Service (RAS), Rajasthan Police Service (RPS) and Rajasthan Judicial Service (RJS).

Selection boards were set up for the selection of officers to the 3 main state services, *viz.*, RAS, RPS and RJS. In accordance with the scheme for the extension of the Indian Administrative Service and Indian Police Service to Part-B States, the Selection Boards for RAS and RPS also made preliminary selection of officers to be produced before the Special Recruitment Board of the Union Public Service Commission for screening State Officers to the IAS and IPS. The process of re-organizing the services and of fitting Government Servants of the Covenanting States into different services and cadres was expedited.

NEED FOR AN INSTITUTE FOR CIVIL SERVICE TRAINING

On 1 September 1952, 17 officers were appointed as probationers to the Rajasthan Administrative Service. The first two batches of the Rajasthan Administrative Service direct recruits were sent to Officer's Training School, Uttar Pradesh, Allahabad (Set up in 1951 now known as Uttaranchal Academy of Administration & Management, Nainital-Uttarakhand) for their training with the provincial civil service and Indian Administrative Service Officers of that state as the requisite climate and infra structure for initiating the newly selected officers through open competition were not available in Rajasthan.

The need for the training of the Rajasthan Administrative Service Officers was felt for the first time when the system of direct recruitment to this service was introduced for the first time in the year 1954. Therefore, Government of Rajasthan decided to establish an apex level training establishment of its own in the State. A Committee consisting of Shri T.N.Chaturvedi, Secretary to the Chief Minister and Shri Mohan Mukerji, Special Secretary to Government, Appointments Department visited the Officers' Training School, Allahabad and met the Principal and Vice Principal. The Committee submitted a report containing scope of work, course content and staff requirements to Government which was accepted. The Committee visited Jodhpur. As a result,

Rajasthan Administrative Service Officers' Training School came into existence on 14 November 1957 in Jodhpur for training of members of newly constituted Rajasthan Administrative Service.

OFFICERS' TRAINING SCHOOL (OTS)

Officers' Training School till 20 February 1959 was known as the Rajasthan Administrative Service Officers' Training School since the training till time was imparted to Rajasthan Administrative Service probationers only. Thereafter, it was known as Officers' Training School (OTS) and the Indian Administrative Service probationers also received lectures here.OTS was later shifted from Jodhpur to Jaipur in 1963 at Peeramal Hotel in Bani Park, Jaipur from 15 January 1963.

HARISH CHANDRA MATHUR STATE INSTITUTE OF PUBLIC ADMINISTRATION (HCM SIPA)

In 1969, Officers' Training School (OTS) was rechristened as Harish Chandra Mathur State Institute of Public Administration. Government of Rajasthan added "Rajasthan" before the word "State" in the name of the Institute in April 1983. Thus, HCM SIPA became HCM RIPA (Harish Chandra Mathur Rajasthan State Institute of Public Administration).

Today, the HCM Rajasthan State Institute of Public Administration (HCM RIPA) is an apex level state administrative training institution of the Government of Rajasthan for training of civil servants. HCM RIPA has now emerged as one of the front-ranking training establishments in India and abroad .In order to reduce pressure on the Institute at Jaipur, four regional centres for training of Junior Accountants were sanctioned from 1 April 1983 at Kota, Jodhpur, Bikaner and Udaipur. These Centers gradually grew as Regional Training Centres of the HCM Rajasthan State Institute of Public Administration, Jaipur.

Its main activity is to conduct the foundational training for officials recruited to various state services, viz. RAS, RPS and RA/cS and others. It also organizes professional training for the officers of the IAS (Allotted to Rajasthan), RAS, RA/cS, and RJS. Since 1995, the Institute has also started conducting foundational training for the probationers of the Central Civil Service.

Besides, in-service courses, both specific object-oriented and specific target group-oriented, are also conducted in the Institute for the officers working in various central/state government

departments/undertakings. State/national/international level seminars, workshops and conferences, on subject relevant to and impinging upon state policies, programmes and implementation thereof, are also held from time to time. The Institute also organizes trainer's development programmes

The Institute undertakes various research and evaluation studies to generate new concepts and for effective improvement and management of public policies and programmes. It has to its credit, many publications based on its own research. Many institutions and agencies, both national and international, have been supporting the Institute in this endeavor. These include various departments/ministries of Government of India, such as Department of Personnel & Training, Ministry of Rural Development, Ministry of Social Welfare, Ministry of Environment & Forests, Bureau of Police Research & Development, HUDCO, World Bank, UNICEF and the British Council. Training Material Development & Publication In order to develop or acquire training material which enables learning with minimal efforts, the Institute prepared and publishes background papers, occasional papers, case studies and training monographs. The Institute's publications cover a wide range of subjects. Its journal - Prashasnika - which enjoys a noteworthy circulation in and outside the country, has completed 28 years of its publication. A Newsletter is also published to keep one abreast with the activities of the Institute. Being the apex training institution of the state government, HCM RIPA has taken upon itself the responsibility of coordinating departmental training activities and developing linkages among various departmental training institutions. An important activity of the Institute is to conduct departmental examinations of officers of various state services.

Areas of Training at HCM RIPA

- **Centre for Good Governance**

The Centre for Good Governance has been established in HCM Rajasthan State Institute of Public Administration in the Year 2004 and registered as a society in March 2005. The CGG aims to coordinate and support the designing and implementation of the State Government's governance reforms programmes. Thus it would undertake action research, provide professional advice, and conduct change management programmes for government departments and other concerned agencies. This way the Centre would cater to the needs of policy makers, civil

servants, and relevant authorities, representatives of industries, academics, research institutions and non-governmental organizations for implementing the reform initiatives in the State.

- **Centre for Disaster Management**

The Centre for Disaster Management was established at HCM Rajasthan State Institute of Public Administration as its integral part in the year 1995 with the assistance of Natural Disaster Management Division of Ministry of Agriculture & Cooperation, Government of India. Now, it is working under the auspices of Ministry of Home Affairs, Government of India.

- **Centre for Management Studies**

The Centre for Management Studies (CMS), an autonomous and integral part of the HCM Rajasthan State Institute of Public Administration, was established during 1982 - the Silver Jubilee Year of the Institute. The lack of training facilities in the area of management, particularly for the public sector personnel in the State, was greatly felt since a long time. The Centre for Management Studies is specially designed to cater to such need.

The HCM Rajasthan State Institute of Public Administration and the Centre for Management Studies, in fact, perform a complimentary role in the field of training. The Centre is utilizing liberally and extensively faculty expertise of the HCM RIPA.

- **Centre for Woman and Child Resource**

Women’s Resource Centre (WRC), established on international Women's Day (March 8, 2000) as a registered society, has been visualized as Resource Centre for Women's Development and Empowerment in Rajasthan. An integral part of HCM RIPA and originally supported by the Department of Women & Child Development of the Government of Rajasthan, the WRC provides support to the on-going programmes in the state in terms of research, training, documentation and information dissemination. This not only strengthens the development programmes and delivery mechanisms but also enables women to become active partners in the development process. On 18 March, 2006 this was renamed as "Women and Child Resource Centre" to reflect its added focus on children including the girl child. The WCRC has been organizing programmes and workshops, which have catered to the training needs of right from

the specialist technocrats and senior-most bureaucrats to the simplest grassroots level workers. For instance, central and state civil servants, medical professionals, senior-most doctors to the paramedical staff, NGO representatives, directors and presidents to the grassroots field workers and other government and non-government employees of almost all levels, counsellors, supervisors etc. It has also been liaising with a wide network of agencies working in the social sector**.**

RAJASTHAN STATE TRAINING POLICY (2008)

The State Training Policy reaffirms the State Government' s commitment to take steps for the appropriate and optimum development of the human resources available to the Government so that they can serve the people of the State in a better manner.

The policy consciously aims at fostering the development of the human resources available to the State Government so as to raise their competencies. As per the Vision of the policy, public service training and development is to be geared at assisting government departments at better governance and improved public service delivery by empowering public officials to act as prime catalysts for holistic and equity based transformation of the State. In pursuit of the above vision the training policy sets the Mission to create an institutional framework for optimum productivity of public servants in organization s, in a team or as individuals in their current as well as future roles.

Major Challenges-

- Low priority accorded to training and education, and the low level and uneven nature of provision for training;
- Lack of funding and effective management of training budgets;
- Lack of coordination and communication;
- Number and quality of trainers;
- Barriers to access and entitlement;
- Overly prescriptive, supply-driven and outdated nature of training and
- education;
- Lack of effective systems of accreditation and quality assurance;

- Poor linkages between higher education institutions and training;
- Training through distance education for government servants is not available;
- Lack of Effective Systems for training related Strategic Planning and Review;
- Lack of adequate Cadre and training plan for career progression of civil servants;
- People who matter more in various categories of government service (age group 45 to 60 years) need updating of knowledge and reorientation to face up to the challenges of rapid change and to be able to use newer technologies, procedures, systems, approaches for good governance.

Accordingly the core problems that this policy seeks to address comprise three related elements:

- Fragmented and uncoordinated approach to training and education across the public service, resulting in problems of resources and accountability for ensuring that public servants are empowered and developed to take on the challenges they face;
- Lack of a strategic, needs-based, outcomes-based and competency-based approach to training, directly related to the developmental needs of the public service; and
- Inappropriate nature of the training and education that is provided by internal as well as external providers.

Following the identification of the major challenges, shortcomings and concerns related to the training function, the State Training Policy has identified the following goals to –

- enable all public servants to develop their knowledge, skills and attitudes in ways which would optimize their current roles;
- inculcate values among all public servants that would strengthen their sense of commitment;
- encourage all government departments and agencies to regularly review their training needs and requirements, and to provide ways of meeting these;
- provide opportunities for all employees (officers and staff) to prepare themselves for changing roles, duties and responsibilities;
- increase job satisfaction and facilitate career progression;
- motivate and enable all public servants to contribute positively to the transformation of the society, economy, and polity;

- provide not only regular training, but also distance education capsules to the government employees, to enable them to continuously update their competencies;
- prepare and implement training development plans for each category of government servant;
- prepare and implement personal training development plans for each individual government servant;
- enhance the quality and status of training and trainers;
- designate in each government department a training manager with a small training cell;
- ensure that each state level training institute undertakes strategic planning to improve its quality and output through preparing or reviewing its Vision and Mission Statements, preparation of Vision Documents, of Five Yearly and Annual Action Plans and of training calendars, and ensuring optimal implementation; and
- consider setting up of a Secretariat Training and Management Institute to
- cater to all those working in the State Secretariat.

Some of the Core Principals of Training as listed in the State Training Policy are:

- Fostering Improving of Work Procedures.
- Training for All – Access and Entitlement to suitable training for all Government servants.
- Careful determination by each Government agency of training objectives.
- Training Needs Analysis to determine the training to be provided.
- Elevating the Status of Training and of Trainers.
- A Competency Development based approach to learning outcomes.
- Integration of policy formulation, strategic planning and implementation with relevant training.
- Flexibility of training.
- Career pathing of individual employees to be linked to training.
- Life Long Learning.
- Public Training institutions to become learning organizations .
- Ensuring quality and relevance in all trainings .
- Effective Design and Delivery of all Training Inputs.

- Monitoring and Evaluation of Training including feedback from trainees.

REVIEW OF LITERATURE

Measuring training effectiveness is a tough task. It brings out the outcome of a training programme. Lots of work has been done on training effectiveness but Kirkpatrick (1976) being the pioneer who explained the four level method of training evaluation. Level-1 is reactions criteria, and it evaluates trainees' affective and attitudinal reactions to a training programme. It assesses the responses of trainees' attitude about a specific training programme. Level-2 is learning criteria, which evaluates the extent to which trainees have learned the training material and acquired knowledge from a training programme. It brings outs the outcome of a training programme that what does it affects on trainees. Level-3 is behaviour criteria, and it evaluates the extent to which trainees have applied the training on the in terms of their behavior and/or performance following a training programme. Level-4 is results criteria, which evaluates the extent to which the training programme has enhanced department or organizational-level outcomes such as sales or profits. Fourth level is about how a training programme improved organizational effectiveness.

Like Steers & Porter (1975) found that motivation is the strength that influences enthusiasm about the programme, a stimulus that directs participants to learn and attempt to master the content of the programme and a force that influences the use of newly acquired knowledge in a training situation.

Noe (1986) summarized the Kirkpatrick's model along with the model of training motivation. As trainees will be more motivated to perform well in training if they perceive that (1) high effort will lead to high performance in training, (2) high performance in training will lead to high job performance, and (3) high job performance is instrumental in obtaining desired outcomes and avoiding undesirable outcomes. Noe's model is basically all about the motivation because motivation itself an immense factor which affects the performance as well as training outcome.

In the same order Swanson & Sleezer (1987) explained three steps of measuring training effectiveness; the first is effectiveness evaluation plan, the second tool for measuring training effectiveness, and finally the evaluation report.

Baldwin & Magjuka (1988) mentioned that for transfer to occur, “learned behavior must be generalized to the job context and maintained over a period of time on the job”.

Bumpass (1990) also stated that employees’ attitude and motivation are one of the factors that might influence the effectiveness of training and development. If the employees are fully motivated towards training programme they way pay full attention and there will be more chances for success of training programme.

S.Tannenbaum (1993), a study done at Naval Training Centre, Orlando with an objective to design an effective training system by investigating factors that may significantly effect the success of training in terms of performance improvement in the operational environment. The results indicated that several non technical factors has significant impact on training outcomes like – self confidence, task elated attitudes, expectation for training , pre training motivation , self efficacy, commitment , all work and also they are the key predictors of attrition i.e. Trainees with higher expectation, self efficacy, commitment & motivation are more likely to complete training.

Pamela (1994) in book entitled Measuring The Impact of Training attempts to measure the effectiveness of any training programme using objective, time tested tools & technique. It measures what people learn. It lays down questionnaires & formats to be used in evaluating Response, On job action assessment & tracking training’s impact. It begins by evaluating the participants RESPONSE, both to & From the Training (did they actually learn what they were supposed to). With those scores in hand, you assess whether or not your training translated into on-the job ACTION (Did they apply what they learn).Next, you analyze specific business-focused RESULTS. Finally tracking organizational impact like profitability, customer satisfaction.

Tracey, *et al*. (1995) in their study found that motivation, attitude, and basic ability affect a training programme’s potential success.

Pareek, u. (1997) in his book 'Evaluating Human Resource Development'lays emphasis on need to evaluate the components, extent and practices to HRD systematically. This book has a wide coverage in terms of various facets of the evaluation of HRD.It covers :
Evaluation of HRD – Approaches & methods, HRD in Social Sector, HRD in Industry with case study in Health Sector, specifically talk about Training and adding value through Quality People management and measuring the quality. It talk about applying customer and employee feedback and measure of Human resource Performance. This book also talk about HRD Audit to see the impact of Training & learning & other HRD Intervention.

Strategic Training System may be defined as Training System which is derived and designed primarily based on the strategic plans and objectives of the Organizations. However what Trainee Want my be different from what they need. STS focuses more on need than wants.

Shepherd (1999) explained criteria for measuring the success of training which encompasses direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, and performance change.

Burke & Baldwin (1999) dwelled upon the transfer of training and viewed that it could be enhanced by using real-world organizational problems. Case study method or live problem or project assignment could be used to enhance the transfer of training.

Colquitt, *et al*. (2000) explained that the locus of control, conscientiousness, anxiety, age, cognitive ability, self-efficacy, valence, job involvement as the predicators of training motivation.

Tsai & Tai (2003) also discussed about motivation that employees had more training motivation when they were appointed to attend training programme by management than when they made their choice freely. It shows that employee's motivation about training programme related to their attitude that they seem more motivated when they allotted to join a training programme.

Santos (2003) suggested that determining training effectiveness is a complex process but training had many benefits. For most individuals, training increased confidence and self-efficacy, it improved competencies and skills and people recognized that they had been invested in.

Chen, *et al*. (2004) studied the relationship between training and job behaviour and found that training may help employees to reduce their anxiety or frustration, come up with new work demands and develop their skill.

Birdi (2005) found that poor managerial support or an unfavourable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavourable environment affects the training effectiveness. According to him training will be affected negatively if there is less support from department or there is unfavourable condition for training.

Philips (2005) in his book on 'Return On Investment In Training – Assessing the Tangible and Intangible Benefits, has guided for exploring ROI with the ultimate goal of deciding if the training programme is right for the organization. ROI attempts to compare Net Progress Benefits & Costs. Practically , the ROI calculation would be an imperfect measurement that must be used in conjunction with other performance indicators like participants reaction & satisfaction & their intent to attend training (Horngreen 1982).Measuring ROI in training has become a major issue since trainers need to prove real benefits to budget conscious organizations.ROI methodology here goes beyond a cost benefit comparison like other financial ratio. Here it provides balanced viewpoint of the impact of training & performance improvement programmes, by taking into consideration participant reaction, learning, application of new skills & knowledge and business impact achieved through the programmes

Tai (2006) also concluded about general self-efficacy that it partially arbitrated the relationship between training framing and training motivation and consequently influenced training outcomes.

Dhariwal,S. and K.K.Parnami (2007) in his book on Training , Civil Services & Personnel Administration has compiled Research Papers and Proceeding on Role of Training in Administration, Networking Training Institutes in Rajasthan, Issues in In Service Training, Networking Training Institutes in Rajasthan. The focus to impart training to civil servants were laid on developing and understanding Government's role in society, developing a working knowledge of the tools & skills necessary to a career in govt. , developing a familiarity with the substantive field of Public Administration including aspects like Personnel Management, Budgeting, Work Methods etc., developing an awareness of the economic , administrative & social problems & efforts to solve them. It focused on happy blending of training aids & techniques. It also focused on the evaluation of training impact & Training of Trainers as necessary & indispensible tool.

Saks & Haccoun (2007) views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. According to the transfer of training framework by Saks & Haccoun (2007), the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program.

Gautam, V (2008) in his book on Training and Development-towards an integrated approach extensively talks about the subject matter holistically from Training Needs Assessment to Learning and technology trends. It helps to see Training & Development as an effective tool for better skill development and how organisations could perform better by looking at some critical aspects of HRD.It studies about Training Need Analysis at Individual Level, at Job Level and also at Organisational Level.It ponders over methods for TNI and problems with it and the role of a Trainer as a facilitator.

Haslinda & Mahyuddin (2009) found that lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training. If there will be less support from

top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training programme.

M.Srimannarayana (2010) in his study on 30 select organisations in India has made an attempt to assess the Training & Development practices in terms of structure of training department, new employee orientation training, training needs assessment, trainee nominations, training evaluation & problems associated with these aspects of training. The study identified some problems which hampers training effectiveness like lack of seriousness of participants, problem of training transfer or poor implementation and gap in training content and the actual duties.

Hooja,R. (2010) in his paper on Training of Public Servants at State Level, focused on the requirement of strategic need based, outcome oriented, competency building, performance enhancing & value inculcating approach to training and the role of State ATI, Dept. Of Training (Personnel & Training Division) of GOI. He laid emphasis on holding short courses for government functionaries each year besides the compulsory training. The paper talks about the problem of absence of qualified master trainers with sufficient experience & expertise in domain areas. The common trend by trainee is attending the training which is relevant to their work area & least preference is given to topics of national & international significance like recession, economic growth, etc.

Yuvraj, D.S. (2010) in his paper on Perspectives of Trainers on the effectiveness of training programmes has focused on the trainer related variables to understand the effectiveness of training progammes. It attempts to establish relationship between effectiveness of training programme & trainer related variables like experience of trainers, number of training programmes conducted by them, organisational status. Major findings were-

Dahiya & Jha (2011) discussed about the steps in the training programme development, are planning, programme implementation, and programme evaluation and follow-up. According to them a training programme is not complete until and unless methods and results have been evaluated.

Fischer & Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness.

Driskell (2011) concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given, what was the content and who was the trainer.

Beigi & Shirmohammadi (2011) found that emotional training have significant impact on service quality. It means there is a relationship between behavior and learning, and service industry can be benefitted by emotional training because service industry is basically related to marketing and verbal communication.

Neeraj Kumar Chimote (2011) in his paper on Measurement of Efficacy of Training Programme : An Empirical study of employee's perspectives has done a comparative study of differences between Pre Training & Post Training results to find out Training Effectiveness. Perceived training usefulness by employees & trainer's effort to gain skills & knowledge were significant variables in explaining training effectiveness. The paper supports Self efficacy, prior experience with tasks, managerial support and workload are the most powerful predictors of training effectiveness.

Quesada, *et al*. (2011) examined that Emotional Intelligence training of the leaders is a key aspect to the success of the companies. It was found that leaders are the success pillar of a company and their training is most important thing which should be taken care. Leaders must be emotionally strong to take right decision on right time.

Ahuja, Y.L. (2012) in his study on "Faculty and the Trainer Motivation and Effectiveness in Global Competitive Environment". This paper lays emphasis on the demand or expectation of the industry to prepare students as future leaders also acts as a great source of motivation for integrating the various learning styles methodologies into the overall teaching effectiveness.

The various emerging trends, new technologies and learning styles affect the content of what we teach but most important is the process of how to teach which focuses on techniques like demonstrated learning of course content, using assignments to enhance learning, helping students to analyze abstract ideas, etc. Since people are distributed geographically and culturally-organizations must create learning structures that create a common understanding of the key values and principles that drive behaviour.

Jena.L.K. (2012) in his recent comprehensive survey of research and literature on Transfer of Training by Timothy Baldwin and Kelvin Ford found that :
There is a growing recognition of a "Transfer Problem" in organizational training today. It is estimated that while American Indus tries spend up to $100 billion on Training & Development, not more than 10% of these expenditures actually results in transfer to the job... Researchers have similarly conducted that "much of the training conducted in the organizations fail to transfer to the work settings".

Mani,V. (2012) have focused on Learning Capability, IQ, Aptitude, Qualification, Attitude, Growth Prospects, Alignment of Individual Goals, and job satisfaction of prospective trainee is required to know to evaluate the training effectiveness.IQ of the (prospective) Trainee carries significant impact over the effectiveness of the training programmes.The effectiveness of training is dependent on the motivational level of the (prospective) Trainee .The current study has found out the pre-training factors, which determine the effectiveness of training programmes. Since, all these factors can be well planned, therefore, the responsibility for ensuring these pre-training factors goes to the training department.
Rama & Vaishnavi (2012) identified that to increase or maximize the effectiveness of training programme, an organization needs to use ongoing assessments to establish learning outcomes and link those outcomes to a performance plan. There should be running assessment of a training programme to get the best of it.
Saxena,P. and R.K. Vyas (2012) The purpose of this research paper is to discuss various studies done in the area of measuring the effectiveness of training programmes, and find out the factors (especially) the pre – training factors determining the effectiveness of training programmes.

The authors have collected the data from across the organizations in order to highlight the area of measuring the effectiveness of training programmes, analyzed it and suggested a possible model to overcome its weakness, which mainly emphasizes on the significance of the pre-training factors in determining the training programme effectiveness. The study was conducted in Central India with 72 HR experts/ professionals from 36 different organizations.

Learning Curves have found very useful in assessing the effectiveness of training program. A learning program can be plotted for each trainee. The quick learners may be sent into production while the slow ones may be replaced or transferred.

Tabassi, *et al*. (2012) about the relationship between training and motivation that training and motivation can sustain or increase employees' current productivity. Motivation can influence the willingness of an employee to follow the training programme, to exert more energy toward the programme and to transfer what they learn onto the job.

P.S.Sakthinarayana (2012) "Evaluation of Training and Development Programmes of Bio-Miicron Pharmaceutical Company – A case study. Training is just one of the several possible solutions to organizational and individual performance problems. Whether training is the right solution depends on the cause of the problem and the cost/benefit ratios of other alternative programmes. The success of any training system largely depends on the accuracy and relevance of training need identification process.

Rationale of Research

- Despite of investing huge amount of money on Officer's Training every year by the State Government, the incumbents are not able to utilize the knowledge, skills and attitude given to them efficiently and have been charged on indulging themselves in unethical practices which has raised an urgent issue to review the Training aspects at HCM RIPA.
- Evaluation being an important tool to determine training effectiveness and accelerate performance is still on papers. There is no concrete mechanism to evaluate and control the Training effectiveness in HCM RIPA.
- The post training monitoring mechanism to evaluate training effectiveness is weak and lack support by the State Government.
- Moreover, no effective & detailed research has been done to study this issue, therefore, the Researcher has decided to undertake this study in depth to ascertain whether training

programmes run by HCMRIPA have managed to achieve its training objectives. Also to understand the loopholes of such training programmes and suggest to make trainings efficient and effective.

Objectives

- To examine the existing framework of evaluation of Training imparted to higher state civil servants (viz. Rajasthan Administrative Service, Rajasthan Police Service and Rajasthan Accounts Service) by HCM RIPA.
- To find out the drawbacks in current training programmes.
- To find out the better way to make training efficient and effective
- To study training gap between the current and desired skills of trainees.
- To study the course content, its relevance and training methodology applied by Trainers.
- To identify the difference between sanctioned budget for training by state government and actual usage of finance in training programmes at HCM RIPA.

Hypothesis

- The training programmes organized by HCM RIPA for State higher civil servants (RAS, RPS, RA/cS) have not been very effective in achieving its set objectives.
- The training evaluation mechanism at HCMRIPA is not effective to identify the training gaps between the desired and actual performance of Higher State Civil Service Officials as there is no concrete post training monitoring and feedback system.
- Despite of State Government Policy on Training for Government Officials, HCM RIPA has not been able to implement the Training Policy effectively.
- Due to lack of qualified and experienced faculty in HCMRIPA, the training imparted to the Officers lacks effectiveness.

Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to

develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem.

Research Design

The proposed study is Explanatory and Analytical in approach . This type of research is mainly concerned with causes or 'why' factor of some phenomenon. It shows relationship between two or more variables. It is not only hypothesised that A is related to B but rather that A has some particular effect on B.

In order to find facts and offer suggestions for measuring and increasing training effectiveness, the observation and opinions of officers of Higher Civil Servants and Trainers at HCMRIPA shall be taken into account. It further gathers preliminary information that will help justify hypothesis.

Sampling

A sample is a portion of people drawn from a large population. It is a part of the population which is studied in order to make inferences about the whole population. Here the suggested method of sampling shall be Convenience Random Sampling, also known as accidental or haphazard sampling where the researcher studies all those persons who are most conveniently available or who accidentally comes in contact during a certain period of time in research.

Sample shall include both Trainees (passed out batch of higher civil servants with 5 to 15 years of service) and Trainers (at HCMRIPA) this would include sample size of approx. 100 officers (40 RAS Officers, 40 RPS Officers & 20 RA/c S Officers) and 30 Trainers (20 In House Trainers and 10 Guest Faculties).

Data Collection

The research will be majorly based on primary data and shall also include secondary data as well.

Focus shall be on Rajasthan Civil Servants who have been trained & Teaching faculties at HCMRIPA who will be given different sets of quality questionnaire to be filled by them. This will elicit more information and impart more insight to the issue.

Following Primary Data Collection Techniques mentioned below will be used. Information will be sought through questionnaires and schedules from the officials working at various positions in different districts in Rajasthan

- Questionnaire
- Interview Schedule
- Personal Observation

The source of secondary data shall include books on Training, relevant journals and documents, reports of commission, feedback forms of trainees, etc.

Analysis of data

Questionnaires & Interview schedules will be prepared for the Rajasthan Civil Servants who have undergone training at HCMRIPA and the teaching faculties. There responses and reaction to the Training Programmes shall be collected individually through questionnaires, Interviews and observations.

The data collected shall be tabulated and will be subjected to further statistical analysis like mean, dispersion, correlation, chi-square test etc. which shall be implemented accordingly.

Ratio analysis will be done between budget sectioned by the government and utilized for training, to study the usage of finance on training programmes.

Limitation of Research Plan

- The topic of research is subjective.
- In data collection primary data may be biased as every person has different mindset about certain training programmes, which will affect the research results.
- While conducting research may not response properly to the data collection, thus problem of non response may occur.
- As HCM RIPA is government organization, staff may be reluctant to disclose information.

- Since limited number of administrator will be included in the sample size, therefore, conclusion drawn may not be fully applicable to all civil servants

CHAPTERISATION

1. **Chapter One - Introduction**

This chapter will contain rationale of the study, objectives of the study, hypothesis, area and scope of study, Research Methodology.

2. **Chapter Two - Review of literature**

This chapter will contain extensive review of theories, views and methods proposed by various Researchers at different point of time.

3. **Chapter Three - Training Concepts & Theory**

This chapter will contain about the Introduction, significance, evolution and growth of Training theories and concepts. It will also include various types of training and factors affecting training effectiveness in an organisation. This would also highlight tools for training evaluation.

4. **Chapter Four - Evaluating Training Programme of RAS, RPS and RA/cS**

The responses collected through questionnaires and Interview schedule shall be analysed to have an insight to the issue. This will also include questionnaire filled in by Trainers who imparts training at HCMRIPA.

5. **Chapter Five -Evaluating training content, relevance and teaching methods used by Trainers**

This chapter will include the syllabi, training content and its relevance keeping in mind the kind of challenges the government officials face these days. This section will analyse the loopholes in the training content (if any) and teaching imparting methodology in practice at HCMRIPA.

6. **Chapter Six - Finding and Conclusion**

This chapter will include brief summary of the major findings of this study and conclusion through tabulation of data.

7. **Chapter Seven - Application of Research**

This chapter will include the suggestions and its applicability to improvise the current training system of conduction and evaluation at HCM RIPA to have better results on Training conducted & imparted to Higher Civil Servants.

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Appendix (Training Syllabi, Questionnaires, Training Evaluation Proforma, Training Time Table, Rajasthan State Training Policy , 2008)

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Appendix

COURSE EVALUATION QUESTIONNAIRE

(To be filled-in by individual participants' at the end of the course)

Note: Please fill in the items in the questionnaire. Your objectivity will help us to improve the future course.

• **Name of the Institution**	**:**	
• **Title of the Course & Date**	**:**	
• **Name of the Programme Director**	**:**	

4. Course Objectives

5. To what extent the programme objectives have been achieved?

Objective	To a large extent	To some extent	Very little	Not at all
(i)				
(ii)				
(iii)				

6. What do you think about the structure and organisation of the course to meet the objectives?

Very Well Structured	Well Structured	Some Structured	Very Unstructured

7. How would this training programme be useful?

Very Useful	Quite Useful	Of Limited Use	Not at all

8. How useful this training likely to be for the future jobs?

Very Useful	Quite Useful	Of Limited Use	Not at all

9. Practical orientation of the Course:

Highly Practical Oriented	Practically Oriented to a Great Extent	Practically Oriented to a Limited Extent	Not at all Practical

10. How far have you been benefited from interaction with the fellow participants in the course?

Substantially	Considerably	Fairly	Not at all

11. How far was the course material supplied relevant and related to the course content?

Extremely Relevant	Considerably Relevant	Fairly Relevant	Not at all Relevant

12. To what extent are you satisfied with the following? (Applicable only if you have availed / used)

Facilities	Satisfied fully	Satisfied to a large extent	Satisfied to a limited extent	**Not satisfied at all**
Hostel Facilities				
Food Facilities & Services				
Class Room Facilities				
Interaction with Faculty				

If you feel that any facility is just satisfactory or poor, please give specific suggestions for improvement:

_____

_____

13. Which part of the course did you find most useful?

_____

_____

14. Which part of the course did you find least helpful?

_____

_____

15. Did the course give you any specific ideas about improvement in your working situation when you go back?

Yes No

16. If yes, can you spell them out briefly?

_____

_____

17. Overall impression of the Course.

Excellent	Very Good	Good	Fair

18. How do you evaluate the following Session(s) and the Faculty?

Date & Time	Topic	No of Session	Reading material/ reference material provided	Faculty	Excellent	Very Good	Good	Fair

19. Any other observations / comments you wish to make about the course?

Name, age and Designation:
Present posting and assignment:
Year of entry in government service and year of retirement:
Email and contact numbers:
Official address:

Signature